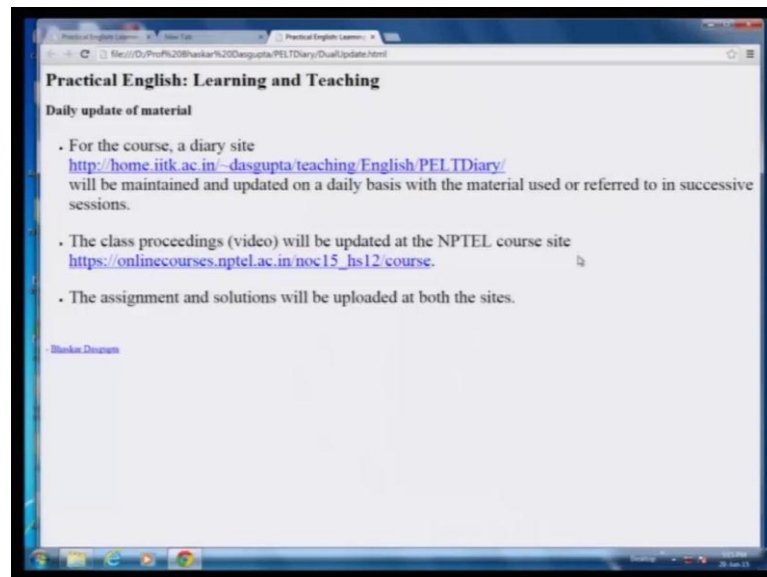


Practical English: Learning and Teaching
Prof. Bhaskar Dasgupta
Department of Mechanical Engineering
Indian Institute of Technology, Kanpur

Lecture – 20

(Refer Slide Time: 00:09)



Good morning, so today we are going to have our last session of the second quarter.

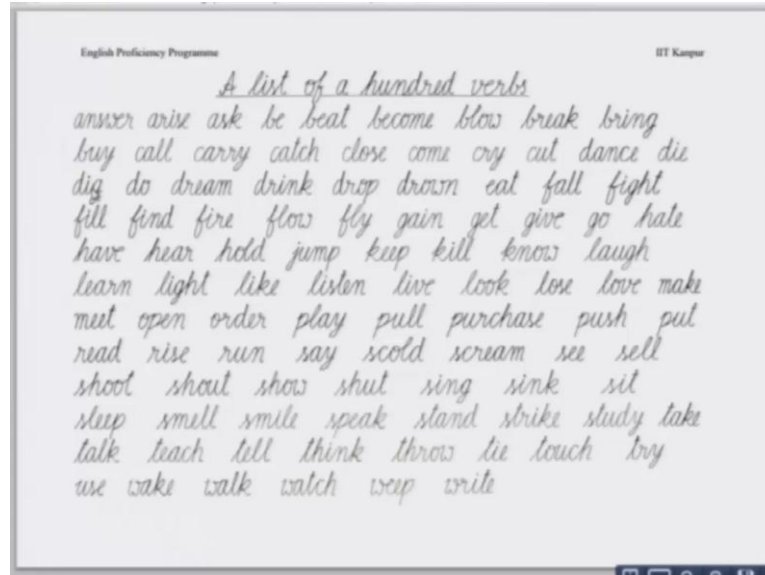
(Refer Slide Time: 00:19)

	Conversations	Discussion	Notes
18	Word families: "the, whose", Word families: "am, & let", "sing", "at, system, the"	Convert the given sentences as required so as to retain the meaning	Practice of words from the present word families. Exercise of active-passive conversions (same meaning) in continuous tense with old word families "field, die, & being".
19	"have", Verbs List 1: "at, & types"	Read the given passage and answer the following questions.	Active-Passive conversion on different types of sentences.
20	A handbook on the Objects: area, size or cost? Alternative meanings?	From the internet, find a fresh story and write its summary in 10-20 sentences (one or two pages).	Reading and summarizing Example: A page of 252 pages.
Quizzes 2 ends here:		Thousands of stories free in the net.	Additional exercise for teachers.
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Quizzes 3 ends here:			

We have studied a lot of things earlier and even in a last session, we summarized a

quarter 2. But, we have seen that over five lists we have studied a lot of verbs. Let us have a look at all the hundred verbs together that we have studied and we will ask a few questions.

(Refer Slide Time: 00:45)



So, this is the list of a hundred verbs that we have studied in five lists. We will ask two questions on some of the verbs here. First is that, whether the verb can take an object. If yes, then how many objects it can take. So, Akshath this verb answer [FL], can this verb take an object?

Student: Yes

Yes, how many objects?

Student: 1 or 2.

1 or 2, so up to 2 object it can take, I answered him I answered a question. I answered him the question he asked. So, [FL] noun, adjective, adverb [FL].

Student: Noun

Noun, correct [FL]. This word arise, arise [FL]

Student: ((Refer Time: 02:23))

[FL] ask, ask [FL]

Student: ((Refer Time: 02:53))

[FL]

Student: 2

Up to 2, yes. [FL] be, beat, become, blow, [FL]. Kill, [FL]. What do you think? I kill tiger. Whom do you kill? I kill Ravan. [FL] You killed Ravan and a tiger or you killed a lion, a tiger and a dog; whatever you do that whole thing is the answer to a single question. Not like give, I give you a book; you and book are two different things. I give 10 books to 5 students, so it is not 10 objects and 5 objects, 15 objects; no, nothing of that ((Refer Time: 04:06)).

There are two objects, 10 books and 5 books, good. Yes

Student: Ravi wants to become a doctor.

Ravi wants to become a doctor. In that case you are asking whether want is taking two objects. Actually, it is not called object, only one object is there. What does Ravi want to become and it is to come treat the sense of the verb become, become what a doctor. So, a doctor is the object of that become actually or compliment rather.

Student: ((Refer Time: 04:55))

Our compliment

Student: ((Refer Time: 04:57))

No, that is a problem; that is why I am a little objecting to the word object. It is actually a compliment, because become is one of the verbs of incomplete predication; after which you need something to finish. The way we saw be, where we had something more. So, I will become, sentence does not get completed; I will give, sentence is complete. So, those verbs which take an object, in the sentence I may decide to supply the object or not supply the object, I will give [FL].

I will become [FL]. So, become like be is a verb of incomplete predication [FL]. Akshath one question, what is the difference between be and become.

Student: Be and become.

I will tell what. Are [FL], right now you are not an expert of English, but after a few years, you will become an expert on English. Become [FL] process here this, way [FL] become [FL] dynamic process [FL].

Student: There are lot of such verbs like come, fall; with which when you add be this kind of sense comes ((Refer Time: 06:58)).

Yes

Student: Actually you can sit a class out of that, become, default.

Perhaps

Student: And all of them are such incomplete predicate verb.

Yes, there are many such verbs. In fact, we can collect a list of such verbs, yes and all there may be some such list in the internet. So, ask yourself, these questions; ask home yourself, I ask what these questions that how many objects whether this verb can take an object or not and if so, then whether it is 1 or 2. Break, another question; break of course, you can get an object one object, another question I am asking. Is break just verb or it can be something else also?

Break point you are talking about?

Student: ((Refer Time: 08:04))

The third form is always adjective, noun.

Student: ((Refer Time: 08:10)) noun.

There is a break in our knowledge of the ancient Indian civilization.

Student: Give me a break.

Give me a break, yes. So, we know some little bit of some error and then, after one dynasty was gone, then we do not know the details of next 30 years, then we know the details of the other dynasty, who got the histories written. So, there is a lot of, there are lot of breaks. So, objects, ((Refer Time: 08:49)) whether there is no object, whether there is one object or whether there are two objects and alternative meanings of the verb, sometimes alternative meanings has verbs and sometimes alternative meanings has nouns or adjectives.

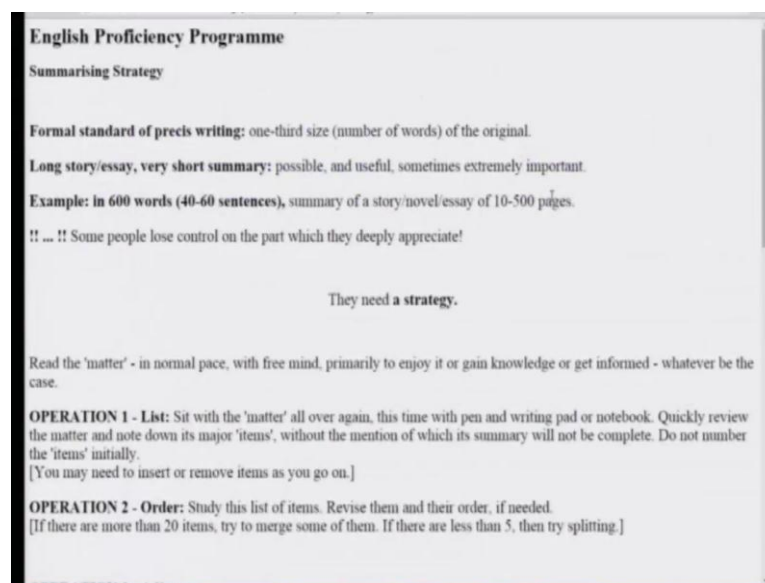
So, as you examine these verbs, you will find that a lot of details is actually hidden behind many of these verbs. So, you will not spend too much time on this segment today, because on this segment we have quite a bit of things to discuss. And the assignment for today will be to read a fresh story from the internet and write its summary. What do I mean by a fresh story? Fresh means, which you did not read earlier that is the story that you read particularly for this purpose.

Of course, if it happens that, that story you earlier also once read ((Refer Time: 09:55))

object, but it will be nice if you read a fresh story from the internet; that is important. Because, as you read it from the internet in your submission, you will not only write the summary that you are making, but you will also give us the url or the address of the story, which you have read. So, that while reading your summary, if you want you can read that original story also in the original place.

We will give us the address or the url of that site where you read the story, the actual page of the story and then, give your summary and with a few other things which we will discuss. Question is, how do you summaries it.

(Refer Slide Time: 10:44)



English Proficiency Programme
Summarising Strategy

Formal standard of précis writing: one-third size (number of words) of the original.

Long story/essay, very short summary: possible, and useful, sometimes extremely important.

Example: in 600 words (40-60 sentences), summary of a story/novel/essay of 10-500 pages.

!! ... !! Some people lose control on the part which they deeply appreciate!

They need a strategy.

Read the 'matter' - in normal pace, with free mind, primarily to enjoy it or gain knowledge or get informed - whatever be the case.

OPERATION 1 - List: Sit with the 'matter' all over again, this time with pen and writing pad or notebook. Quickly review the matter and note down its major 'items', without the mention of which its summary will not be complete. Do not number the 'items' initially.
[You may need to insert or remove items as you go on.]

OPERATION 2 - Order: Study this list of items. Revise them and their order, if needed.
[If there are more than 20 items, try to merge some of them. If there are less than 5, then try splitting.]

So, some of you can do good summary and some of you get into trouble when you try to write a summary, because sometimes size is a problem. So, formal standard of précis writing which is given in school exams is, the standard is one third size of the original. If the original is 100 words long, then you are typically expected to make out of 33 words. If the original is 500 words long, then you are expected to make a précis out of 167 words and so on, typically one third.

But, then quite often that is not practical, because you might read a 500 page book and then, you do not write a précis out of it over 167 pages that sounds quite mean English. I mean because there is no purpose in writing it. So, it is possible that the original story or essay is very long and you want to write a very short summary. Is it possible? Yes, of course, it is possible and is it useful; yes it is useful and sometimes extremely important.

For example, one day I went to buy a book. As I was looking at the books in the book

shop, I have to decide which book to buy and you know, how decided. As you turn the book back, on the back cover I found a summary, what that book is about. That summary was less than 200 words and the book was 900 pages. So, 900 pages book, 200 words summary and based on that I decided that I will like this book, so I buy this book and I read that book and I liked it.

Make note that this exercise if you do very well, if you become an expert in doing this exercise, then you will be a very, very highly valued member of a very, very good company and you will be given lots and lots of money to do a job which is so interesting that I will be jealous of you. Because, you make note that, that summary on the book cover a human being wrote. His job in his company is to read interesting books and writes as summaries and for that god knows how much he has paid.

So, even if you do not get that job or even if you do not like that job, still through the exercise, during the exercise of writing that summary. You will think deeply on several things that subject matter, then English and how you will put it in a few words, so that your reader understands the basic idea of the original writer. This exercise actually does a lot of development in your brain, which will give you an advantage irrespective of whether you want that job or not.

So, extremely short summary of an extremely long thing is something which is very sensible, so do it. For example, say in 600 words we want to write a summary, 600 words means something like 40 to 60 sentences, depends upon how long sentences you write. So, if you write sentences of say 12 words on an average, then this will be 50 sentences. So, say 40 to 60 sentences or 50 sentences or 600 words, you want to write a summary of a story or novel or essay, which is say 10 pages long or may be 500 pages long, you can do it; in any of the cases you can do it.

Now, some people can do it just like that. They read the book and then they sit with a pen and paper and they just do it, but some people lose control on the part which they deeply appreciate, chapter 3 of the book you really love it. So, when you write chapter 3, during that you end up spending some 15 sentences or 20 sentences and then, later when you are in chapter 7, then you find that you cannot finish it with in 50, 60 sentences and; that means, chapter 7, 8, 9, 10, 11, 12, 13 gets clubbed into 3 sentences and your reader does not understand anything, he will not buy the book. So, be careful, you have to sell that book.

So, those people who lose control on the part for which they deeply feel deeply appreciate; they need a strategy. So, let us discuss such a strategy.

(Refer Slide Time: 16:03)

Long story/essay, very short summary: possible, and useful, sometimes extremely important.

Example: in 600 words (40-60 sentences), summary of a story/novel/essay of 10-500 pages.

!! ... !! Some people lose control on the part which they deeply appreciate!

They need a strategy.

Read the 'matter' - in normal pace, with free mind, primarily to enjoy it or gain knowledge or get informed - whatever be the case.

OPERATION 1 - List: Sit with the 'matter' all over again, this time with pen and writing pad or notebook. Quickly review the matter and note down its major 'items', without the mention of which its summary will not be complete. Do not number the 'items' initially.
[You may need to insert or remove items as you go on.]

OPERATION 2 - Order: Study this list of items. Revise them and their order, if needed.
[If there are more than 20 items, try to merge some of them. If there are less than 5, then try splitting.]

OPERATION 3 - Adjust:

Suppose there are 13 items in the list.
Roughly 50 sentences over 13 items: **Four sentences** for an item (on an average).
Plan: Every item to be written in **3-5 sentences** roughly.
Check: A:2, B:4, C:3, D:5, ..., M:3
Sum: 48 to 52? Okay.

First thing in a strategy which is not part of the strategy actually, read the matter, read the book, the story, the essay or whatever it is, read that in normal case. At that time, you do not stay conscious that you are going to write a summary of it. So, in normal case happily, he read it happily with free mind primarily to enjoy it or gain knowledge out of it or get informed. You see, I am telling enjoy it if it is story, on the other hand gain knowledge out of it if you enjoy an essay or if you are a student of literature, then still you will be gaining knowledge out of it or get informed, if it is a manual for that matter; whatever be the case.

You just read it thoroughly to enjoy it or get the information or get the knowledge. After that is, over if you do not understand it well, maybe you will read again that is so for any book, now the operation starts, the strategy part of it. First operation list, this you sit with the matter that is the book or the story or the essay; whatever is the matter sit with the matter all over again this time with pen and writing pad or pen and note book.

(Refer Slide Time: 17:21)

They need a strategy.

Read the 'matter' - in normal pace, with free mind, primarily to enjoy it or gain knowledge or get informed - whatever be the case.

OPERATION 1 - List: Sit with the 'matter' all over again, this time with pen and writing pad or notebook. Quickly review the matter and note down its major 'items', without the mention of which its summary will not be complete. Do not number the 'items' initially.
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Check: A:2, B:4, C:3, D:5, ..., M:3
Sum: 48 to 52? Okay.

OPERATION 4 - Draft: Draft every item according to the plan. Typically, no item should start or end in between a paragraph.
[Complete item's in each sitting, preferably.]

Type out the entire write-up and save.

Quickly review the matter and note down its major items, what happened in that story. So, the prince sees the princess, I mean of a different country; otherwise there is no fun. Then, the secondary item is that as he was returning from there and the prince is captured by enemies and so on. So, item one, item two, item three, you list all. So, all the items you have list out. So, those items you will list without which the story will remain incomplete or the essay will remain incomplete.

So, those items you will certainly mention. Now, on the way whether the prince had some exchange of jocks with some passerby that may not be of a great important, so that you conjugate. Unless, that jock has something in the story, so then that has to be pointed out. So, those items you list down, which are necessary for the complete thing and right now do not number them as 1, 2, 3, 4 or a, b, c, d. Because as you do that, still there maybe some adjustments in it, you mean many twins or remove some items later.

So, at this stage just list down odd numbered list, just list down the items. Fine, second operation order, after you have got the list, then study that list of items and revise them and then order, some of the items you will revise the wording of that and you will sometimes put the item 4 at the place of item 2 and item 2 of the place of item 3 item 3 at the place of item 4.

Because, the way charges store told his story you may not decide to tell the story exactly in the same way to your if you have your son or your friend you decide in which, order you want to tell the thing, so it is your decision to organize a negatives, so do that revise

them and their order if needed. Now, you count how many items are there 20 items to many 5 items to less. So, if there are too many items, then merge some of them together can you put 3 items together and say that this is one big item.

On the other hand, if there is one large item can you split it into 3 items, so if the number of items to begin with is very less, then split some of the items and make them 2 or 3. On the other hand if the number of item this is two large, then try to combine some of them to make mega items. Next you adjust suppose they are 13 item in the list I mean if it is not between 5 and 20, then know being it, so right now suppose it is 13 items.

(Refer Slide Time: 20:19)

OPERATION 1 - List: Sit with the matter 'all over again, this time with pen and writing pad or notebook. Quickly review the matter and note down its major 'items', without the mention of which its summary will not be complete. Do not number the 'items' initially.
[You may need to insert or remove items as you go on.]

OPERATION 2 - Order: Study this list of items. Revise them and their order, if needed.
[If there are more than 20 items, try to merge some of them. If there are less than 5, then try splitting.]

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[Complete item/s in each sitting, preferably.]
Type out the entire write-up and save.

OPERATION 5 - Edit: Check the manuscript thoroughly and seriously for mistakes of tense (verb forms) and spellings.
[Be humble, look up notes/dictionary.]
Check it further for mistakes of articles, punctuation etc.
[Be serious. But not over-serious!]

OPERATION 6 - Revise: Read through the work thoroughly to get the gist of the matter, afresh - as a reader is likely to read it. If the reader - you only - sets the meaning that the author - you - or the original author meant, then it is all right. Else -

So, you decided that you will right the summary in 50 sentences. So, 50 sentences over 13 items, so 50 divided by 13 anybody with quick math's. So, it will be something close to 4 sentences 3.8 something, so 4 sentences on an, average; that means, that for every item on an average you will get 4 sentences. So, decide and plan that you write every item in 3 to 5 sentences once in a while one item maybe just 2 sentences or once in a while some item maybe 6 sentences, but typically you will try to put them in 3 to 5 sentences fine.

Then, you look at the list of your items and decide item A how many sentence do I need to write this item A small item two sentences note down A 2 item B how I sentences do I need four write four like that make an estimate after you have estimated all of them A, B, C, D up to M 13 of them, then add up find out, what is the sum either sum is between 48 and 52, 48, 49, 50, 51, 52 great.

Otherwise try to see, what can you do about this chance to be 65 is this is too much, then you see you whether you can certain somewhere and so on. So, the moment it becomes to this all even 45 to 55 you say.

(Refer Slide Time: 22:04)

OPERATION 3 - Adjust:

Suppose there are **13 items** in the list.
Roughly 50 sentences over 13 items: **Four sentences** for an item (on an average).
Plan: Every item to be written in **3-5 sentences** roughly.
Check: A:2, B:4, C:3, D:5, ..., M:3
Sum: 48 to 52? Okay.

OPERATION 4 - Draft: Draft every item according to the plan. Typically, no item should start or end in between a paragraph.
[Complete item/s in each sitting, preferably.]
Type out the entire write-up and save.

OPERATION 5 - Edit: Check the manuscript thoroughly and seriously for mistakes of tense (verb forms) and spellings.
[Be humble, look up notes/dictionary.]
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OPERATION 6 - Revise: Read through the work thoroughly to get the gist of the matter, afresh - as a reader is likely to read it. If the reader - you only - gets the meaning that the author - you - or the original author meant, then it is all right. Else try to pin-point the discrepancy and correct it.

After a time-gap, read it once lightly
and
correct/change anything that you spot now for the first time.
Make a PDF version of it and upload/publish/mail.

And then, you start writing operation 4 draft all this 13 items you write down 1 by 1 according to this plan. So, when you write item we, then you think carefully that this entire thing I have to write in 4 sentences roughly, that does not mean that 4 sentences means huge number of words long sentences no 4 sentence is here roughly means 48 words, so you think in that way, so 48 words is equivalent to 4 sentences.

So, with that plan you start writing each item and your composition will be good if you do not break your sitting across items I you do not break your items across sittings. So, one item you are writing you have written 2 sentences and then, you go up somewhere and by the time you come back total we understand will be different. And you will lose the touch and the ways and paragraph starts the Para will not end like that it will be looking somewhat funny and you read will suspect that perhaps somebody else wrote this word I mean may not be, but it will not come soon nice another thing is a these items are logical subject was items.

So, typically no item will start or begin in between a paragraph or at least it will never happen, that paragraph also a starting and ending in between items and items there also start doing that there will typically not happen. So, every item try to finish in a single sitting and every paragraph should be the part of a single item; that is one item maybe 2,

3 paragraphs, but one paragraph should not spread over to many items, that would mean that you a new version of the items perhaps not good.

So, like this 13 item suppose in 4 sittings you have completed, so fine great, now I am assuming that till now, you are writing a with pen and paper. So, that is why I am writing this type of the entire write up and save, if originally you type in the computer. So, then you already have it operation 5 edit this is one thing one step, which many people do not do properly and, so they do not have good leadership the leader have two few.

So, you edit it check the minor script thoroughly and seriously for mistakes, what kind of mistakes most you know important mistakes to be corrected are that tense mistakes verb forms and of course, spellings, so these mistakes you correct thoroughly and seriously. And of course, you look up notes you look up dictionary to find out, what is right spellings there is no logic in spelling fulfill. So, you have to look up the dictionary, so originally is fine, but please have a originality in ideas do not have originality in spellings in spellings you cannot have originality.

So, be humble look up your notes grammar notes dictionary etcetera if necessary and after; that is over; then take it once more from top to bottom from mistakes of articles, punctuations and so on. So, in this also be serious, but not over serious for example, in my early career as a teacher here I am a student [FL] give me his minus script of some 53 pages are something like that I found that in lot and lots of question there should have been article a an are there, which is missing in many other places there is an article, which is not right. So, then after correcting his first 3 pages when I told him that, what you have down this in many questions articles are there, where you article should not have been there and many it is other where round.

So, thoroughly revise it correct it and give me back you know, what it in many places in certain article and for many questions he did not have article the situation are the exactly the same auditor earlier. Then, I said not bad not like that you see you have to know where article come and wait you will not come according they are do it, but shall I do not know, because I have seen this is also and that is also the point is that use. So, many places he has he has seen the use of it correctly that he did not recognize, which one of is it correct, because of our logic.

And. So, many other places you has seen those things wrongly that he does not have an idea, what is right and, what is wrong. Then I have to sit with in for 10 minutes and give

in that little lesson, which I give you in session 10 by we were talking about the basic point about the use of articles. So, in this you know and then, be serious, but not over serious some people after putting one sequence of articles, then the revise, then sometimes I feel that this article should be there and should not be there I will the wrote now, so maybe I [FL].

So, it should not be like that about articles there are various articles and punctuation, punctuation marks there are various, so be serious. So, correct all those things, which you know as we mistakes and it something is here for which, you have a dilemma you are not sure, where it is right or wrong, then maybe do not force to correct it just, because of correction just for the sake of correction, but be serious to ensure that whatever you know correctly appears correctly.

(Refer Slide Time: 28:39)

Suppose there are **13 items** in the list.
Roughly 50 sentences over 13 items: **Four sentences** for an item (on an average).
Plan: Every item to be written in **3-5 sentences** roughly.
Check: A:2, B:4, C:3, D:5, ..., M:3
Sum: 48 to 52? Okay.

OPERATION 4 - Draft: Draft every item according to the plan. Typically, no item should start or end in between a paragraph.
[Complete item/s in each sitting, preferably.]
Type out the entire write-up and save.

OPERATION 5 - Edit: Check the manuscript thoroughly and seriously for mistakes of tense (verb forms) and spellings.
[Be humble, look up notes/dictionary.]
Check it further for mistakes of articles, punctuation etc.
[Be serious. But not over-serious!]

OPERATION 6 - Revise: Read through the work thoroughly to get the gist of the matter, afresh - as a reader is likely to read it. If the reader - you only - gets the meaning that the author - you - or the original author meant, then it is all right. Else try to pin-point the discrepancy and correct it.

After a time-gap, read it once lightly
and
correct/change anything that you spot now for the first time.
Make a PDF version of it and upload/publish/mail.

You may like to remember the **strategy** as

Finally, operation 6 revise you have written it, you have written the entire summary, but now you written that you are the reader read the same thing read through the work thoroughly to get the just of the matter now, you ((Refer Time: 28:59)) as if you are the reader of this piece actually you are the writer. So, fresh you read it with the sprite of a reader as an actual reason is like to read it for you are writing the customer for which, you are writing that summary on the book cover.

So, think that you are the customer of that book and you are reading that, what you will understand, how you will be impressed. So, from that perfective now, we read it and if the reader, which is you gets a meaning that the author if it is also you are the original

author of which, you are making a summary of only one making a summary. So, whatever the author meant if the reader gets just the picture, then it is great you have done a good job.

If why the reading it as the reader you are thinking at ((Refer Time: 29:49)) I am getting this picture this impression, but that is not, what I meant as an author so; that means, that is something wrong. So, settled it after settling it leave it go back to it after some time one day two days and if it is a serious thing, which you are trying to publish, then maybe one week at least after which, not for assignment for assign, then you not give one week, because we one week there the red line.

So, after it time gap for this assignment you will try to give one day time gap; that means, you plan to finish writing this by Tuesday, so that you have a gap of one day in hand. So, after a time gap read it one slightly lightly way, so light reading and doing right reading you will spot some more minor mistakes and their or may be some major mistake, so correct those things. Now, make a pdf version of it and publish upload publish mail do whatever you have the decided to do with it.

(Refer Slide Time: 31:04)

[Be humble, look up notes/dictionary.]
Check it further for mistakes of articles, punctuation etc.
[Be serious. But not over-serious!]

OPERATION 6 - Revise: Read through the work thoroughly to get the gist of the matter, afresh - as a reader is likely to read it. If the reader - you only - gets the meaning that the author - you - or the original author meant, then it is all right. Else try to pin-point the discrepancy and correct it.

After a time-gap, read it once lightly
and
correct/change anything that you spot now for the first time.
Make a PDF version of it and upload/publish/mail.

You may like to remember the strategy as

L-O-A-D-E-R
for List - Order - Adjust - Draft - Edit - Revise.

Note: If you are writing your own story/novel or essay/report, with no space limit, then the strategy is

C-O-D-E-R: Collect - Order - Draft - Edit - Revise

as found in a school textbook.

Shankar Dattaraj

So, the strategy is a 6 step strategy and you can call it loader; list, order, adjust, draft, edit, revise. If you are not writing the summary of some other work, if you are writing your original story your original novel, your original essay or report. Then, it will not be loaded and for that perhaps you do not have the space limit, you can write whatever big, whatever long you want to write. In that case, one step will you using and the items are

not just a list of items, but you have to think over it and you do not have a reference, you do not have an original from which, we will list down the items.

You have to collect them you have to collect your ideas. So, in that case the strategy is called coder correct your ideas order them drafty the script edit them our script revise it C O D E R, so this code, which is called coder is very useful. And similarly, this I found a few years back in a school text book very valuable interesting thing any question an coder or loader now. So, you try to follow this are if you write your summary naturally, then you do not have to follow any strategy; that is best, but if you have an difficulty then you can follow the strategy.

And in many case where are you follow this strategy are not, what we will deeply appreciate is a list of items, which can be called as the subject matter of your paragraph. For example, where you are using this strategy are not suppose you write your summary this assignment if you write this assignment, which is a summary in say 50 sentences over say 9 paragraphs we will highly appreciate will deeply appreciate if for every paragraph you give a short of little heading kind of thing or title kind of thing you do not have to put that as a heading on a title for every paragraph.

But, if you can give as a list of topics, which are later developed as those paragraphs. So, any assignment after your url address, where you have red this story and before your actual summary if you can give a list of items, which roughly correspond to the subject matter of your paragraph. So, list of 9 items, which in detail are found in the 9 paragraphs that we will really like anything else. You will say that how 200 page thing or 500 page thing can be summaries 200 words or 100 words.

(Refer Slide Time: 34:25)



See an example ((Refer Time: 34:23)) in our group in our team with this some exercise this is one such example in our group some of us explain entry road such summaries and this is something around 30, 35 sentences 600 words are something like that.

(Refer Slide Time: 34:47)



And in order to know how long is above after I loss the book from my hand I went to flip cart to see how many pages this book has and I found that it has 232 pages 232 pages and the summaries just 1 page 600 words 30, 35 sentences it is possible and from here you can get rough picture of the original story any quick questions we are finishing a quarter 2.

(Refer Slide Time: 35:40)



And as at the in the beginning of quarter 1 I pointed out to you that there are 1000 of stories free available in the net here again I am pointing out the same thing remaining with the same thing and this may come out to be useful for you to pick up the story, which you summaries.

(Refer Slide Time: 35:54)

The screenshot shows a table of English exercises within a software application window. The table has columns for exercise number, topic, a "Discussion" link, a description of the exercise, and a "Notes" link. The exercises cover various grammar topics like articles, verb families, and word families.

Exercise No.	Topic	Discussion	Description	Notes
10	Articles, Capitalization, Punctuation	Discussion	Revise the passive using appropriate articles, capitalization and punctuation marks.	Why do we advise breaking up of sentences during interpretation and expression?
Quarter 1 ends here. Thousands of stories free in the net. Additional passive for teachers.				
11	Letters and writing style Summary of these Word Families Summary of "and", "with", "after", and "by" Interpretation (Eng/CLL) of a small passage Expression (CLL/Eng) of a small passage Word family: "see-head-own"	Discussion	Form sentences as simple present past-tense and central items with additional details.	Practice of words from the present word family: predicate expressions (information enrichment).
12	Revision of Verbs List 1 and List 2 Word Families "am" & "are" 1st form and 2nd form of Verbs	Discussion	Translate the given sentences into English.	Practice of words from the present word family: Revision of 11 Types, 18 Forms with old word family "see-head-own".
13	Word family: "be" Verbs List 3 Verb "be"	Discussion	Form sentences using "be" as the only verb and central items with additional details, as required.	Practice of words from the present word family: Exercise of 1st and 2nd forms with old word family "see-head-own". Exercise of verb "be".
14	Word Families "pass" & "has" Adverbs, Nouns looking like verbs Change Subject (through CLL/Eng)	Discussion	Translate the given sentences into English.	Practice of words from the present word family: Exercise of sentences with dummy subjects and Noun forms of verbs with old word family "see-head-own".
15	Word Families "be" & "do" Verbs List 3 be + 3rd form Construction of sentences in present voice.	Discussion	Form sentences and central items with additional details, as required.	Practice of words from the present word family: Exercise of passive voice (be + 3rd form) with old word family "pass" & "has".
16	Revision of Mixed Verbs 1st List Mixed Verbs 2nd List	Discussion	Convert the given sentences as required to be in certain the passive .	Exercise of voice (active-passive) conversion with word families "see" & "be".

And just like ((Refer Time: 35:53)) after session 10 we have an additional exercise for teachers, which is on the issues of teaching of English ((Refer Time: 36:08)) program theme to students; that is here any questions no, so we stop here and in the next session we start with quarter 3. Thank you.